The Grammar Tree
Teaching Guide
Sue Gilbert

5 Basic English Grammar and Composition
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Introduction

One of the joys of teaching is that no two lessons, however meticulously prepared, are ever the same. The teacher may prepare the same material for two or more different classes of students, but due to the unique mixture of skills, talents, experiences, strengths, and weaknesses of the students, the teaching and learning process is never uniform, nor should it be if the teacher is focussed on meeting the learning needs of a particular group. This means there can never be one correct way to teach a given topic: hence these teaching guides can only be guides. The skilled, experienced teacher will take from them what is of value for a given lesson, and adapt the ideas and materials for his/her group of students.

There is a lesson plan for each unit in the student book but since some units are longer than others, and students’ existing knowledge of topics will vary, several periods may be needed to complete one unit.

Each lesson plan includes a list of teaching objectives and measurable learning outcomes, and any materials required are also listed for each unit. Although the topic is always known to the teacher, it is not always obvious to the students, so ensure that this is written clearly on the board at the start of each lesson.

An Introductory activity has been suggested for each unit, designed to engage the students’ interest by relating the topic to their own experience and encouraging their active participation in the lesson. This activity will also enable the teacher to assess the level of existing knowledge and understanding.

The activity should lead smoothly to the Student activity which is textbook based. The well prepared teacher will have read through the text and completed each exercise ahead of the lesson in order to anticipate any problems that might arise with a particular class. Depending on the activity, and the level of student confidence, and for variety, ask the students to complete some of the exercises in pairs or small groups rather than individually, since this will provide an opportunity for them to discuss various possible ideas and answers.

Answers for each exercise are provided at the end of each lesson plan; in some cases there is no single correct answer, so always be prepared to discuss and/or accept other possibilities, or to explain why some alternatives are incorrect.

Each lesson plan ends with a short Recapitulation activity which is designed to reinforce the learning and to enable the teacher to assess informally the students' understanding. Many of the activities are practical or, particularly for younger students, involve drawing; others involve oral practice. Make sure that all students participate and teach them how to listen to their fellow students in a spirit of positive encouragement.

This guide cannot provide the perfect lesson plan for every class, but it is hoped that using it selectively will help to make teaching and learning English grammar an enjoyable and successful experience.
The Grammar Tree (Books 1–5)

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Unit 1 Prefixes and Suffixes
Lesson 1 (Pages 1–3)
Prefixes and Suffixes

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<td>to revise some prefixes</td>
<td>identify common suffixes and prefixes and use them to make new words.</td>
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<td>to practise using prefixes to make new words</td>
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<tr>
<td>to introduce the term suffix</td>
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<tr>
<td>to practise using suffixes to make new words</td>
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Materials required
Large sheets of paper and markers for groups of 4–6 students

Introduction
To revise prefixes, write on the board some words, e.g. tidy, possible, equality, honest, and ask the students to add two or three letters to the beginning of each word to form a word with the opposite meaning. Write the new words on the board, (untidy, impossible, inequality, dishonest). Underline the prefixes and elicit the term prefix for a group of letters that is added to the beginning of a word to change its meaning.

Introduce the term suffix by writing another set of words on the board to which suffixes can be added, e.g. care, thought, beauty, etc. and ask the students if they can add letters to the ends of the words in order to form new words (careful, careless, thoughtful, thoughtless, beautiful, beautician, etc.) Write the words on the board, underline the suffixes and introduce the term suffix.

Student activity
Ask the students to open their books at page 1 and read the introductory text, making sure that the students know the meanings of all the words used in the examples.

Explain exercise A before giving the students a set amount of time to complete it, working individually or in pairs. Read the text on suffixes on pages 2–3 before giving the students a set amount of time to complete Exercise B.

Recapitulation
Ask the students to work in small groups. Give each group a large sheet of paper and a marker. Ask the students to divide the paper into columns and head each column with a given prefix, e.g. un, dis, im, etc. Give them a set amount of time to list as many words beginning with those prefixes as they can. When checking their answers, award a point for any word that one team has, but none of the others has.

Repeat the activity for suffixes.
Unit 2 Pronouns, Adjectives, and Adverbs

Lesson 2 (Pages 4–7)

Reflexive Pronouns

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<td>• use reflexive pronouns correctly in given sentences.</td>
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<td>• to practise using reflexive pronouns</td>
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Materials required
A small mirror; drawing materials

Introduction
Ask a student to look in the mirror and tell you whom s/he can see; the response should be myself. Tell the rest of the students that e.g. ‘Zain can see himself in the mirror.’ Repeat this with a girl student and a pair of students to introduce herself and themselves.

Ask a student to perform a simple task e.g. carry a pile of books from one side of the room to the other. Elicit that the student performed the task without any help; s/he did it herself. Write a simple sentence on the board, e.g. Patrick saw Daud. Elicit that the verb is saw, the subject is Patrick and the object of the verb is Daud. Demonstrate that it is possible to replace Daud with the pronoun him. (Patrick saw him.)

Write on the board the sentence, Patrick saw himself. Elicit that in this sentence the reflexive pronoun has to be used because the subject and object of the verb are the same person.

Student activity
Ask the students to open their books at page 4 and read the introductory text together, asking the students to provide further examples for the different uses of the reflexive pronouns. Give them a set amount of time to complete the exercise on page 7 and remind them to look back at the table on page 4 if they are unsure. Check their answers as a class.

Recapitulation
Give the students drawing materials and ask them to write a sentence containing a reflexive pronoun and illustrate it. Before they begin, ask students to suggest some sentences, e.g. The boys enjoyed themselves at the cricket match. Seema made her mother’s birthday card herself, etc.
Lesson 3 (Pages 8–13)

Possessive Adjectives and Possessive Pronouns

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<td>• explain the difference between a possessive pronoun and a possessive adjective.</td>
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<td>• to introduce possessive pronouns</td>
<td>• distinguish correctly between possessive pronouns and possessive adjectives.</td>
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<td>• to explain the difference between possessive pronouns and possessive adjectives</td>
<td>• identify possessive adjectives and possessive pronouns and the nouns they qualify in given sentences.</td>
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<td>• to practise using possessive pronouns and possessive adjectives</td>
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Materials required

Classroom objects; sentences for the recapitulation activity; a set of student flashcards showing P on one side and A on the other

Introduction

To revise possessive adjectives, ask individual student’s to give you some of their possessions, e.g. Please give me your pencil/ruler. Please give me his/her English book. etc. When you have a collection of four or five items, hold them up in turn and ask, e.g. ‘Abdul, is this your book or is it her book, (pointing at a girl). Elicit the response: Yes, it’s my book/No it’s not my book, it’s her book.

Write on the board some of the adjectival phrases you have used, e.g. her book, my pencil, his bag, and elicit that because the pronouns are telling us something about the nouns, they are being used as adjectives. Here they are telling us who owns/possesses the items, so they are called possessive adjectives.

To introduce possessive pronouns, hold up an item and say ‘This is mine.’ Pick up something belonging to a student and say ‘This is yours.’ Point to other items and say ‘That is his/hers.’

Write some of these sentences on the board and elicit that they contain no nouns and the words mine, yours, his, hers, are pronouns; because they tell us about ownership/possession, they are possessive pronouns.

Student activity

Ask the students to open their books at page 8 and read the explanatory text on pages 8–10 together, giving any further explanation required. Stress the fact that an adjective is always found with a noun, but a pronoun is used to replace the noun.
Explain exercise A and give the students a set amount of time to complete the task, working in pairs. This will enable them to discuss any problems they may have in distinguishing between possessive adjectives and pronouns.

Look at exercise B and study the example together before giving the students a set amount of time to complete the exercise. Alternatively, complete the exercise orally as a class.

Explain exercises C and D and complete one question from each exercise before asking the students to complete them in a set amount of time.

**Recapitulation**

Give each student a flashcard. Explain that you are going to read out a sentence containing either a possessive pronoun or a possessive adjective. The students must decide which it is, and hold up their flashcard to show P if they think you have used a possessive pronoun or A if they think it is a possessive adjective. Observation of the students’ responses will help the teacher to identify any student who may be experiencing difficulty in differentiating between them.

### Answers

**Exercise A**

1. her – possessive adj; mine – possessive pronoun
2. her – possessive adj
3. ours – possessive pronoun
4. my – possessive adj; his – possessive pronoun
5. your – possessive adj; mine – possessive pronoun
6. their – possessive adj; theirs – possessive pronoun
7. its – possessive adj
8. your – possessive adj; his – possessive pronoun
9. his – possessive adj; mine – possessive pronoun
10. your – possessive adj; Mine, his – possessive pronouns

**Exercise B**

1. she, she = Sara; it = shop
2. his = Uncle Podger; it = newspaper
3. I = Rabab; her = Bisma; your = Omar
4. you = Antonio; I = Shylock
5. his, he = Newton; Thou = Diamond
6. You = man
7. he = King; them = thieves
8. his, My = Simon; you = Simon’s brother; us = Simon and his friends
9. you = Peter; I = traveller
10. his, he, his = Bilal

**Exercise C**

1. him
2. his
3. ours
4. yours
5. It
6. mine
7. its
8. hers
9. theirs
10. their, ours

**Exercise D**

1. She; Her; They; He, their
2. you; I; his; I
3. It; Its, it, his
4. my; it; It; You; you
5. its; They
6. He, his; He
7. it, its, his, it
8. I; You, it
9. their, they
10. his, he
11. us
12. you; I
13. it, it
14. your
15. my; yours; You; them, their
Lesson 4 (Pages 14–17)
Some More Adverbs

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce adverbs of degree and frequency, and interrogative adverbs</td>
<td></td>
</tr>
<tr>
<td>• to explain the difference between adverbs of time and adverbs of frequency</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• identify and use correctly adverbs of degree and frequency, and interrogative adverbs.</td>
<td></td>
</tr>
<tr>
<td>• differentiate between adverbs of time and adverbs of frequency.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required

Questions for the recapitulation activity

Introduction

To introduce adverbs of degree, write a simple sentence on the board e.g. Ibrahim walked. Ask the students to suggest adverbs to tell you how Ibrahim walked, e.g. quickly, slowly, carefully, etc., and add this word to the sentence (e.g. Ibrahim walked quickly.). Ask the students if they can add another word, before the adverb, to give you more information. Elicit that they could add e.g. very, quite, fairly, extremely, etc. and explain that these are also adverbs that are qualifying the first adverb and are adverbs of degree.

Use another example sentence to explain that adverbs of degree can also qualify adjectives, e.g. Your dog is (much/slightly) bigger than ours.

To introduce adverb of frequency, compile with the students help, a table of adverbs of frequency from never to always, (never, sometimes, often, frequently, always). Explain that these are adverbs of frequency and tell us how often an action takes place. Ask students questions beginning with ‘How often ...?’ so that they can use these words in their responses, e.g. ‘How often do you go swimming, eat cake, do your homework, come to school late?, etc.

Student activity

Ask the students to open their books at pages 14–15 and read the introductory text. Explain exercise A and give the students a set amount of time to complete the task, working individually or in pairs.

Read the text on adverbs of frequency and give the students a set amount of time to complete exercise B.

Read the introductory text on interrogative adverbs and provide any further explanation before giving the students a set amount of time to complete exercise C.

Recapitulation

Students should take turns to answer orally questions you have prepared, using adverbs of frequency, time, and degree. E.g. ‘How often do you watch television? When do you watch television? How fast can you run? etc.’
Answers

Exercise A 1. just, simply  2. quite, totally  3. pretty, fairly  4. far  
5. completely  6. rather, really  7. amazingly, unbelievably 
8. perfectly  9. terribly  10. truly 

Exercise B 1. Yesterday – time; twice – frequency 
2. Now – time; again – frequency 
3. often, always – frequency 
4. repeatedly – frequency; before – time 
5. rarely – frequency 
6. sometimes, never – frequency 
7. always – frequency 
8. daily – frequency 
9. usually – frequency; now – time; sometimes – frequency 
10. seldom – frequency 


Lesson 5 (Pages 18–20)

Some More Adjectives

- to introduce indefinite and definite (cardinal and ordinal) adjectives
- to introduce interrogative adjectives
- to introduce emphasizing adjectives

- identify and use correctly indefinite and definite (cardinal and ordinal) adjectives, interrogative adjectives, and emphasizing adjectives.

Materials required
Groups of items e.g. 6 pencils, 4 books, a jar of lentils, some small sweets, etc.; phrases for recapitulation activity; large sheets of paper and markers for group work

Introduction
Quickly revise qualitative, quantitative, and demonstrative adjectives by writing some sentence son the board, asking the students to underline the adjectives, and identifying the type of adjective, e.g. This book is really good (This = demonstrative; good = qualitative) etc.

Introduce interrogative adjectives by asking some questions e.g. ‘Which book are you reading? What colour do you like best?’ Write the sentences on the board and ask student volunteers to underline the noun in each sentence; elicit that the word preceding it is an adjective and introduce the term interrogative adjective.

Show the students the groups of items you have prepared and elicit that you have e.g. six pencils, four books, etc. Write the phrase on the board and explain that six, four, etc. are definite numeral adjectives because they tell you exactly how many items you have. Show them the other items you
have prepared, e.g. the jar of lentils, the sweets, etc. and ask them how many there are of each; elicit responses such as a lot of lentils, a few/not many sweets. Write these phrases on the board and explain that these are indefinite numeral adjectives because they do not tell us an exact number.

**Student activity**
Ask the students to open their books at page 18, and read through all the introductory text together, giving further explanation as required and asking for examples from the students to assess understanding. Give the students a set amount of time to complete the exercise, working individually or in pairs.

**Recapitulation**
Ask the students to work in groups of 4–5 and give each group a large sheet of paper and a marker. Explain that you are going to give them a number of phrases, each containing one of the adjectives they have just learned about; the group should identify the adjective and then use your phrase in a sentence. For example, total silence: total = emphasizing adjective; sentence = The audience sat in total silence as the last note faded away.

**Answers**
1. some – indefinite numeral; bright – qualitative
2. Which – interrogative
3. first – definite numeral (ordinal)
4. two – definite numeral (cardinal); complete – emphasizing
5. All – indefinite numeral; fifty – definite numeral (cardinal)
6. What – interrogative
7. exact – emphasizing
8. seven – definite numeral (cardinal) (Snow White is a proper noun)
9. several – indefinite numeral
10. intelligent – qualitative; first – definite numeral (ordinal)

**Unit 3 Contractions**

**Lesson 6 (Pages 21–25)**

**Constructions**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to introduce and practice some common contractions</td>
<td>identify and use correctly some common contractions.</td>
</tr>
<tr>
<td>to explain the difference between the use of the apostrophe to show possession and the use of the apostrophe in contractions</td>
<td>differentiate between the use of the apostrophe to show possession and the use of the apostrophe in contractions.</td>
</tr>
</tbody>
</table>
Materials required
Phrases for recapitulation activity

Introduction
Write the word contract on the board and ask the students to tell you how the word is used in science (to become smaller). Explain that the term contraction is used in English for expressions that are shortened when two words are joined together and one or more of the letters is removed. Write some examples on the board e.g. is not = isn't, cannot = can't etc., and ask students to identify the letters that have been removed from each of them. Ask students to write other examples on the board.

Student activity
Ask the students to open their books at page 20 and read the introductory text together before giving them a set amount of time to complete exercise A. 
Read the text on pages 22–23 and give the students a set amount of time to complete exercise B before checking their answers.
Read the remaining text and give the students a set amount of time to complete exercises C and D before checking their answers.

Recapitulation
Divide the students into teams and draw a column for each team on the board. Explain that you are going to say a phrase; if it contains a contraction, students should write the full expression on the board; if it is a full expression, students should write the correct contraction on the board. Team members should take turns to write the answers.

Answers

<table>
<thead>
<tr>
<th>Exercise A</th>
<th>1. doesn’t</th>
<th>2. isn’t</th>
<th>3. weren’t</th>
<th>4. wasn’t</th>
<th>5. haven’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. shouldn’t</td>
<td>7. couldn’t</td>
<td>8. Wasn’t</td>
<td>9. didn’t</td>
<td>10. hasn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise B</th>
<th>1. She’s</th>
<th>2. hasn’t</th>
<th>3. Where’s</th>
<th>4. doesn’t</th>
<th>5. haven’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. wasn’t</td>
<td>7. Who’s</td>
<td>8. he’s</td>
<td>9. couldn’t</td>
<td>10. shouldn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise C</th>
<th>1. ‘Where is Arif? I have got to speak to him immediately,’ said Imran. ‘Why, what has happened?’ asked Omar. ‘My brother has fallen down and broken his leg.’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. ‘It is very warm today, is it not?’ ‘I really cannot tell, for I have been sitting in this air-conditioned room all day.’ ‘Are you not lucky!’</td>
</tr>
<tr>
<td></td>
<td>3. ‘How is your brother? Will he not play in today’s match?’ ‘No, he is busy – he has got to finish his homework.’ ‘There is plenty of time. Today is only Saturday.’ ‘I have tried to tell him that. It is no use.’</td>
</tr>
<tr>
<td></td>
<td>4. ‘You are all young. Now is the time to look for adventure. You must not sit at home watching television all the time.’ ‘We have got school tomorrow.’ said Aslam. ‘Aslam is an idle fellow. Do not listen to him.’ ‘He is right, you know. Who will tell Mother that what we are looking for is adventure?’</td>
</tr>
<tr>
<td></td>
<td>5. ‘You should not have spoken to him like that.’ ‘But am I not right in telling him the truth?’ ‘Truth is not pleasant. You must not forget that.’ ‘Let us not talk about it anymore.’</td>
</tr>
</tbody>
</table>
Exercise D
1. We'd repeatedly warned him that he shouldn't go there alone.
2. Talal didn't listen to us. He's now in trouble.
3. It's going to rain today. Where's your umbrella?
4. Saleem's come back. He couldn't get a ticket for the show.
5. Wasn't I right? You mustn't believe what he says.
6. Let's go to Sajid's house. His mother's a good cook.
7. There's nothing to be afraid of. We're all here.
8. Saad won't come today. He isn't/He's not well.
9. Can't you hear the bell ringing?
10. 'I'm going for a swim,' said Omar.

Unit 4 Reading Comprehension
Lesson 7 (Pages 26–27)
Rikki-Tikki-Tavi

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a short story</td>
<td>• read and understand a short story.</td>
</tr>
<tr>
<td>• to help students answer questions based on the text</td>
<td>• correctly answer questions based on the text.</td>
</tr>
<tr>
<td>• to help students match words from the text with their meanings</td>
<td>• correctly match words from the text with their meanings.</td>
</tr>
<tr>
<td>• to help students identify adjectives and adverbs from the text</td>
<td>• correctly identify adjectives and adverbs from the text.</td>
</tr>
<tr>
<td>• to practise contractions</td>
<td>• correctly replace contractions with full expressions.</td>
</tr>
</tbody>
</table>

Materials required
A picture of a mongoose and some information about the mongoose; a further extract from the story Rikki-Tikki-Tavi by Rudyard Kipling

Rikki-Tikki-Tavi
This is the story of the great war that Rikki-tikki-tavi fought single-handed, through the bathrooms of the big bungalow in Segowlee cantonment. Darzee, the tailor-bird, helped him, and Chuchundra, the musk-rat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice; but Rikki-tikki did the real fighting.
He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry, as he scuttled through the long grass, was: "Rikk-tikk-tikki-tikki-tchk!"
One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very bedraggled indeed, and a small boy was saying: “Here’s a dead mongoose. Let’s have a funeral.”
“No,” said his mother; “let’s take him in and dry him. Perhaps he isn’t really dead.”
They took him into the house, and a big man picked him up between his finger and thumb, and said he was not dead but half choked; so they wrapped him in cotton-wool, and warmed him, and he opened his eyes and sneezed.
“Now,” said the big man (he was an Englishman who had just moved into the bungalow); “don’t frighten him, and we’ll see what he’ll do.”
It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. The motto of all the mongoose family is, “Run and find out”; and Rikki-tikki was a true mongoose. He looked at the cotton-wool, decided that it was not good to eat, ran all around the table, sat up and put his fur in order, scratched himself, and jumped on the small boy’s shoulder.
“Don’t be frightened, Teddy,” said his father. “That’s his way of making friends.”
“Ouch! He’s tickling under my chin,” said Teddy.
Rikki-tikki looked down between the boy’s collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.
“Good gracious,” said Teddy’s mother, and that’s a wild creature! I suppose he’s so tame because we’ve been kind to him.”
“All mongooses are like that,” said her husband. “If Teddy doesn’t pick him up by the tail, or try to put him in a cage, he’ll run in and out of the house all day long. Let’s give him something to eat.”
They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out into the verandah and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.
“There are more things to find out about in this house,” he said to himself, “than all my family could find out in all their lives. I shall certainly stay and find out.”
He spent all that day roaming over the house. He nearly drowned himself in the bath-tubs, put his nose into the ink on a writing table, and burnt it on the end of the big man’s cigar, for he climbed up in the big man’s lap to see how writing was done. At nightfall he ran into Teddy’s nursery to watch how kerosene-lamps were lighted, and when Teddy went to bed Rikki-tikki climbed up too; but he was a restless companion, because he had to get up and attend to every noise all through the night, and find out what made it. Teddy’s mother and father came in, the last thing, to look at their boy, and Rikki-tikki was awake on the pillow. “I don’t like that,” said Teddy’s mother; “he may bite the child.” “He’ll do no such thing,” said the father. “Teddy’s safer with that little beast than if he had a bloodhound to watch him. If a snake came into the nursery now ___ ”
But Teddy’s mother wouldn’t think of anything so awful.
Early in the morning Rikki-tikki came to early breakfast in the verandah riding on Teddy’s
shoulder, and they gave him banana and some boiled egg; and he sat on all their laps one after the other, because every well-brought-up mongoose always hopes to be a house-mongoose some day and have rooms to run about in.

Then Rikki-tikki went out into the garden to see what was to be seen. It was a large garden, only half cultivated, with bushes as big as summer-houses of Marshal Niel roses, lime and orange trees, clumps of bamboos, and thickets of high grass. Rikki-tikki licked his lips. “This is a splendid hunting-ground,” he said, and his tail grew bottle-brushy at the thought of it, and he scuttled up and down the garden, snuffing here and there till he heard very sorrowful voices in a thorn-bush.

It was Darzee, the tailor-bird, and his wife. They had made a beautiful nest by pulling two big leaves together and stitching them up the edges with fibres, and had filled the hollow with cotton and downy fluff. The nest swayed to and fro, as they sat on the rim and cried.

“What is the matter?” asked Rikki-tikki.

“We are very miserable,” said Darzee. “One of our babies fell out of the nest yesterday, and Nag ate him.”

“H’m!” said Rikki-tikki, “that is very sad—but I am a stranger here. Who is Nag?”

Darzee and his wife only cowered down in the nest without answering, for from the thick grass at the foot of the bush there came a low hiss—a horrid cold sound that made Rikki-tikki jump back two clear feet. Then inch by inch out of the grass rose up the head and spread hood of Nag, the big black cobra, and he was five feet long from tongue to tail. When he had lifted one-third of himself clear of the ground, he stayed balancing to and fro exactly as a dandelion-tuft balances in the wind, and he looked at Rikki-tikki with the wicked snake’s eyes that never change their expression, whatever the snake may be thinking of.

“Who is Nag?” said he, “I am Nag. The great god Brahma put his mark upon all our people when the first cobra spread his hood to keep the sun off Brahma as he slept. Look, and be afraid!”

He spread out his hood more than ever, and Rikki-tikki saw the spectacle-mark on the back of it that looks exactly like the eye part of a hook-and-eye fastening. He was afraid for the minute; but it is impossible for a mongoose to stay frightened for any length of time, and though Rikki-tikki had never met a live cobra before, his mother had fed him on dead ones, and he knew that all a grown mongoose’s business in life was to fight and eat snakes. Nag knew that too, and at the bottom of his cold heart he was afraid.

“Well,” said Rikki-tikki, and his tail began to fluff up again, “marks or no marks, do you think it is right for you to eat fledglings out of a nest?”

Nag was thinking to himself, and watching the least little movement in the grass behind Rikki-tikki. He knew that mongooses in the garden meant death sooner or later for him and his family, but he wanted to get Rikki-tikki off his guard. So he dropped his head a little, and put it on one side.

“Let us talk,” he said. “You eat eggs. Why should not I eat birds?”

“Behind you! Look behind you!” sang Darzee.

Rikki-tikki knew better than to waste time in staring. He jumped up in the air as high as he could go, and just under him whizzed by the head of Nagaina, Nag’s wicked wife. She had crept up behind him as he was talking, to make an end of him; and he heard her savage hiss as the stroke missed. He came down almost across her back, and if he had been an old mongoose he would have know that then was the time to break her back with one bite; but he was afraid of
the terrible lashing return-stroke of the cobra. He bit, indeed, but did not bite long enough, and he jumped clear of the whisiting tail, leaving Nagaina torn and angry.

“Wicked, wicked Darzee!” said Nag, lashing up as high as he could reach toward the nest in the thorn bush; but Darzee had built it out of reach of snakes, and it only swayed to and fro.

Rikki-tikki felt his eyes growing red and hot (when a mongoose's eyes grow red, he is angry), and he sat back on his tail and hind legs like a little kangaroo, and looked all round him, and chattered with rage. But Nag and Nagaina had disappeared into the grass. When a snake misses its stroke, it never says anything or gives any sign of what it means to do next. Rikki-tikki did not care to follow them, for he did not feel sure that he could manage two snakes at once. So he trotted off to the gravel path near the house, and sat down to think. It was a serious matter for him.

If you read the old books of natural history, you will find they say that when the mongoose fights the snake and happens to get bitten, he runs off and eats some herb that cures him. That is not true. The victory is only a matter of quickness of eye and quickness of foot, — snake's blow against mongoose's jump, — and as no eye can follow the motion of a snake's head when it strikes, that makes things much more wonderful than any magic herb. Rikki-tikki knew he was a young mongoose, and it made him all the more pleased to think that he had managed to escape a blow from behind. It gave him confidence in himself, and when Teddy came running down the path, Rikki-tikki was ready to be petted.

But just as Teddy was stooping, something flinched a little in the dust, and a tiny voice said: “Be careful. I am death!” It was Karait, the dusty brown snakeling that lies for choice on the dusty earth; and his bite is as dangerous as the cobra's. But he is so small that nobody thinks of him, and so he does the more harm to people.

Rikki-tikki's eyes grew red again, and he danced up to Karait with the peculiar rocking, swaying motion that he had inherited from his family. It looks very funny, but it is so perfectly balanced a gait that you can fly off from it at any angle you please; and in dealing with snakes this is an advantage. If Rikki-tikki had only known, he was doing a much more dangerous thing than fighting Nag, for Karait is so small, and can turn so quickly, that unless Rikki bit him close to the back of the head, he would get the return-stroke in his eye or lip. But Rikki did not know; his eyes were all red, and he rocked back and forth, looking for a good place to hold. Karait struck out. Rikki jumped sideways and tried to run in, but the wicked little dusty gray head lashed within a fraction of his shoulder, and he had to jump over the body, and the head followed his heels close.

Teddy shouted to the house: “Oh, look here! Our mongoose is killing a snake.” Rikki-tikki heard a scream from Teddy's mother. His father ran out with a stick, but by the time he came up, Karait had lunged out once too far, and Rikki-tikki had sprung, jumped on the snake's back, dropped his head far between his fore-legs, bitten as high up the back as he could get hold, and rolled away. That bite paralysed Karait, and Rikki-tikki was just going to eat him up from the tail, after the custom of his family at dinner, when he remembered that a full meal makes a slow mongoose, and if wanted all his strength and quickness ready, he must keep himself thin.

He went away for a dust-bath under the castor-oil bushes, while Teddy's father beat the dead Karait. “What is the use of that?” thought Rikki-tikki, “I have settled it all.” And then Teddy's mother picked him up from the dust and hugged him, crying that he had saved Teddy from death, and Teddy's father said that he was a providence, and Teddy looked on with big scared eyes. Rikki-tikki was rather amused at all the fuss, which, of course, he did not understand.
Teddy’s mother might just as well have petted Teddy for playing in the dust. Rikki was thoroughly enjoying himself.
That night, at dinner, walking to and fro among the wine-glasses on the table, he could have stuffed himself three times over with nice things; but he remembered Nag and Nagaina, and though it was very pleasant to be patted and petted by Teddy’s mother, and to sit on Teddy’s shoulder, his eyes would get red from time to time, and he would go off into his long war-cry of ‘Rikk-tikk-tikki-tikki-tchk!’

**Introduction**

Ask the students if they have ever adopted a stray animal or know anybody who has; listen to their stories. Show the students the picture of the mongoose and tell them some facts about it. Explain that they are going to read an extract from a story about a mongoose that was adopted by a family.

**Student activity**

Ask the students to open their books at page 26 and read the story together, asking short comprehension questions to assess understanding, e.g. ‘What was the weather like? How did the mongoose save himself?’ etc.

Discuss the answers to the questions in exercise A before asking the students to write their answers; encourage them to use their own words rather than copy from the text since this will better demonstrate understanding.

Explain exercises B, C, and D, and complete an example for each before giving the students a set amount of time to complete the tasks.

**Recapitulation**

Read the students the extract from the story; encourage them to find out the end of the story by reading the last part themselves.

**Answers**

**Exercise A** 1. Rikki-tikki was a mongoose. His eyes and the end of his nose were pink. He could scratch himself anywhere he wanted with any leg, back or front, and he could fluff up his tail until it looked like a bottle brush.
2. Rikki-tikki got his name from his war cry which, as he scuttled through the long grass, was: rikk-tikk-tikki-tikki-tchk!
3. The summer flood carried him down a ditch by the roadside. He managed to float by clinging to a wisp of grass, but then he lost his senses. When he became conscious again, he found that he was lying in the middle of a garden path.
4. The small boy and his mother, who found him, took him into their house. There a big man picked him up between his finger and thumb and said that he was not dead. So they wrapped him in cotton wool and warmed him over a little fire till he opened his eyes and sneezed.
5. It is hard to frighten a mongoose because he is full of curiosity.
6. Rikki-tikki ate a little piece of raw meat that his rescuers gave him. Then, he sat in the sunshine and fluffed up his fur to make it dry to the roots.
7. Teddy’s mother feared that Rikki-tikki may bite Teddy.
8. Teddy’s father felt that Teddy was safer with Rikki-tikki than if he had had a bloodhound to watch over him.

Exercise B 1. – (iv)  2. – (vii)  3. – (v)  4. – (ii)  5. – (vi)  6. – (iii)  7. – (i)

Exercise C
Adjectives: 1. long grass: long – qualitative adj, qualifies ‘grass’
2. that day; that – demonstrative adj, qualifies ‘day’
3. big man: big – qualitative adj, qualifies ‘man’
4. such thing: such – demonstrative adj, qualifies ‘thing’

Exercise D
Adverbs: 1. anywhere – adv of place, qualifies ‘scratch’
2. immensely – adv of degree, qualifies ‘liked’

Exercise E (a) ‘I do not like that,’ said Teddy’s mother. ‘He may bite the child.’
(b) ‘He will do no such thing,’ said the boy’s father. ‘Teddy is safer with that little beast than if he had a bloodhound to watch over him.’

Lesson 8 (Pages 28–31)
Lost and Found

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to help students read and understand a short story</td>
<td>read and understand a short story.</td>
</tr>
<tr>
<td>to help students answer questions based on the text</td>
<td>correctly answer questions based on the text.</td>
</tr>
<tr>
<td>to help students match words from the text with their meanings</td>
<td>correctly match words from the text with their meanings.</td>
</tr>
<tr>
<td>to help students identify adjectives, adverbs, and prepositions from the text</td>
<td>correctly identify adjectives, adverbs, and prepositions from the text.</td>
</tr>
<tr>
<td>to practise contractions</td>
<td>correctly replace contractions with full expressions.</td>
</tr>
<tr>
<td>to identify prefixes and suffixes</td>
<td>correctly identify prefixes and suffixes.</td>
</tr>
</tbody>
</table>

Materials required
Drawing materials

Introduction
Ask the students if they have ever been in a country or area where they were unable to speak the language. How did it feel? How did they manage to communicate with e.g. shopkeepers, waiters? etc. Explain that they are going to read a story about a British person who found herself in that situation when on holiday in Holland, where the language is Dutch.
Student activity
Ask the students to open their books at pages 28–29.
This lesson can follow the structure of the previous lesson.

Recapitulation
Give the students drawing materials and ask them to illustrate a scene from the story. They should write an appropriate caption below their drawing. Use the drawings to make a classroom display.

Answers

Exercise A
1. Harris was riding a bicycle with his wife behind him through Holland. The roads were stony and the machine jumped a great deal. Harris told his wife to sit tight. Mrs Harris thought he had told her to jump off and she jumped off.
2. Mrs Harris thought her husband was riding up the hill just to show off. She expected him to jump off when he reached the top of the hill and lean in a careless and graceful manner against the bicycle, waiting for her to come up.
3. Mr and Mrs Harris were in Holland, but Mrs Harris could not speak Dutch, so, when she tried to make the people understand what had happened, all that they could make out was that she had lost something, but they could not grasp what.
4. From the signs that Mrs Harris made, the policeman thought that some man had stolen her bicycle. As a result, when they found a boy riding a lady’s bicycle about four miles away, they brought him to her in a cart.
5. Mr Harris enjoyed his ride so much more, because without Mrs Harris the cycle had become much lighter. To Mr Harris, however, it seemed that he had suddenly become a stronger cyclist. He had not felt the bicycle so light for months. He thought it was the air that was doing him good.
6. All the information that Mr Harris could give the police about where he had lost his wife was the name of the village where they had had their lunch, because she was with him then and they had started from there together.
7. With the help of a hotel-keeper, who spoke a little English, the police were able to make out what Mr Harris wanted. In the evening, they brought Mrs Harris to him in a covered wagon.

Exercise B
1. – (iii) 2. – (i) 3. – (ii) 4. – (iii) 5. – (ii) 6. – (ii) 7. – (i) 8. – (ii) 9. – (iii) 10. – (ii)

Exercise C
1. graceful – qualitative adj
2. quite – adv of degree
3. nearest – qualitative adj
4. Meanwhile – adv of time; much – quantitative adj
5. merrily – adv of manner; five – definite numeral adjective (cardinal)
Exercise D
1. She, she; her; She, them; They, she – third person
2. I – first person; It – third person, I – first person; It – third person, me – first person, he – third person

Exercise E
'I have not felt this machine so light for months. It is this air, I think. It is doing me good,' he said.

Exercise F
jumped = jump + -ed; careless = care + -less; graceful = grace + -ful; disappear = dis- + appear; nearest = near + -est; stronger = strong + -er; feeling = feel + -ing

Unit 5 Test 1
Lesson 9 (Pages 32–33)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to assess learning of prefixes and suffixes, personal and reflexive pronouns, adverbs and adjectives, contractions, and punctuation of direct speech</td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• identify prefixes and suffixes in common words.</td>
<td></td>
</tr>
<tr>
<td>• use personal and reflexive pronouns correctly.</td>
<td></td>
</tr>
<tr>
<td>• complete sentences by adding appropriate adverbs or adjectives.</td>
<td></td>
</tr>
<tr>
<td>• use contractions correctly.</td>
<td></td>
</tr>
<tr>
<td>• punctuate direct speech correctly.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student activity
Ask the students to open their books at pages 32–33. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work; it is better to take more time and answer the questions correctly.
Answers

Exercise A
1. inexpensive = in + expensive
2. manager = manage + –(e)r
3. dishonest = dis– + honest; totally = total + –ly; unreliable = un– + rely + –able
4. unhappy = un– + happy; misunderstood = mis– + understood
5. countless = count + –less; believable = believe + –able

Exercise B
(The missing pronouns are given in brackets.) I – (myself); (you) – yourselves; she – (herself); (we) – ourselves; it – (itself); (you) – yourself; they – (themselves)

Exercise C
1. very/really 2. very 3. When/How 4. Which 5. never

Exercise D
1. Aamir hasn’t as yet told me that he isn’t coming this evening.
2. Where’s the gift that you said you’d buy me?
3. Shouldn’t you tell Sara that she’s getting too fat?
4. ‘You’re a very intelligent boy. I’m going to give you a prize.’ said the teacher.
5. Taha didn’t know what to do; he couldn’t tell Qasim that he’d lost the book.

Exercise E
1. herself, it
3. themselves, it; They
4. myself, mine
5. themselves; them
6. mine; him, it, myself
7. himself
8. yourself/yourselves; us; ourselves
9. themselves
10. himself; He

Exercise F
The man told Sajid, ‘I want to meet your father.’ ‘He is not at home,’ replied Sajid. ‘When will he come back?’ asked the man. ‘I don’t know,’ replied Sajid.
Unit 6 Verbs
Lesson 10 (Pages 34–38)
Verbs of Incomplete Predication

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise transitive and intransitive verbs</td>
<td>• correctly identify transitive and intransitive verbs.</td>
</tr>
<tr>
<td>• to explain the terms verb of incomplete predication, subjective complement, and objective complement</td>
<td>• correctly identify verbs of incomplete predication, and their subjective or objective complements.</td>
</tr>
<tr>
<td>• to revise direct and indirect objects</td>
<td>• correctly identify the direct and indirect objects of a verb.</td>
</tr>
</tbody>
</table>

Materials required
Sentences for recapitulation activity; coloured markers or chalks

Introduction
To revise direct and indirect objects, write a sentence, e.g. Maryam sent her sister some flowers on her birthday. and use it to elicit that some flowers is the direct object of the verb sent, and Maryam is the indirect object of the verb.

To revise transitive and intransitive verbs, write on the board an example of each in sentences, e.g. We really enjoyed the play. The play was very well-acted. Ask the students to identify the verb, its subject and object in the first sentence and elicit that a verb that takes an object is called a transitive verb. Repeat the analysis with the second sentence and elicit that the verb here is intransitive because it has no object. Underline the words very well-acted and elicit that they are completing the sentence by telling us more about the play; introduce the term subjective complement.

Student activity
Ask the students to open their books at page 34 and read the explanatory text carefully with them, answering any questions, and providing any further examples or explanation as required.

Break the exercise on pages 37–38 down into stages:

1. Ask the students to work in pairs to underline the verbs in the sentences and write t or i above each of them to show if it is transitive or intransitive.
2. Explain the second part of the task and point out that if the verb is intransitive, it cannot have an objective complement since it does not have an object. Work through the first two questions together before giving the students sufficient time to complete the task, working in pairs.

Recapitulation
Write on the board one of the sentences you have prepared and ask individual students to underline different elements of the sentence, e.g. the verb, subject, direct/indirect object,
subjective/objective complement; use different colours to underline the different elements of the sentence.

**Answers**

1. was – intrans; dark and cool – sub complement
2. made – trans; Omar – obj; the monitor of the class – obj complement
3. felt – intrans; fresh and energetic – sub complement
4. found – trans; him – obj; asleep in the garden – obj complement
5. elected – trans; him – obj; president – obj complement
6. closed – trans; door – obj
7. has become – intrans; a doctor – sub complement
8. taught – trans; me – indirect obj; mathematics – direct obj
9. wrote – trans; Jeff – indirect obj; letter – direct obj
10. called – trans; Haris - obj; a liar – obj complement
11. knocked – trans; opponent – obj; senseless – obj complement
12. blamed – trans; him – obj
13. feel – intrans; a bit of a fool – sub complement
14. has been – intrans; a loyal friend – sub complement
15. will be – intrans; a good captain of the team – sub complement
16. looked – intrans; happy and relieved – sub complement
17. called – trans; Zain – obj; a genius – obj complement
18. seemed – intrans; tired and hungry – sub complement
19. has grown – intrans; healthy and strong – sub complement
20. smelt – intrans; delicious – sub complement
21. sounded – intrans; sad – sub complement
22. tasted – intrans; flat and bitter – sub complement
23. called – trans; child – obj; Anis – obj complement
24. gave – trans; him – indirect obj; book, flowers – direct objs
25. gives – trans; Earth – indirect obj; heat, light – direct objs

**Unit 7 Sentences**

**Lesson 11 (Pages 39–41)**

**Sentences, Phrases, and Clauses**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain the difference between a sentence, a clause, and a phrase</td>
<td>• identify correctly sentences, clauses, and phrases.</td>
</tr>
</tbody>
</table>
Materials required
Large sheets of paper and markers for student groups

Introduction
Write on the board some sentences and some non-sentences e.g. *Yesterday we went for a long walk; The weather was; They finally decided that; We have never visited the USA.* Ask the students to decide which are sentences, and revise the fact that a sentence must make complete sense as it stands. Explain that sentences can be broken down into smaller sections and this is going to be the topic of the next lesson.

Student activity
Ask the students to open their books at page 39 and read the explanatory text carefully with them, giving any further explanations or examples as required. The main point to emphasize is that a phrase does not contain a verb, but a clause must contain a verb.

Look at the exercise on page 41 and answer the first question together before giving the students a set amount of time to complete the exercise, working individually or in pairs.

Recapitulation
Ask the students to work in small groups and give each group a large sheet of paper and a marker. Ask them to draw three columns on the paper headed Phrase, Clause, and Sentence. Explain that you are going to give them a word and they should use the word in a phrase, a clause and a sentence and write them under the correct headings. For example:

- word = book
  - phrase = *his address book*
  - clause = *was written in his address book*
  - sentence = *The phone number that he needed was written in his address book.*

Do this for three or four words and then have a plenary session where the whole class can hear and comment on the ideas of the other groups.

Answers
1. who was ill – clause; in the hospital – phrase
2. of gold – phrase; that were made of leather – clause
3. What you have said – clause
4. who was carrying a big bag – clause; in the market – phrase
5. who were hungry and tired – clause; without any further delay – phrase
6. a good swimmer – phrase
7. who had won the race – clause; of laurel leaves – phrase
8. After he returned from Multan – clause
9. everything the students wanted to say – clause; with patience – phrase
10. who was injured in the accident – clause; near his house – phrase
Lesson 12 (Pages 42–45)
Kinds of Phrases

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce the adjective phrase, the noun phrase, and the adverb phrase</td>
<td>• identify and use correctly adjectival, adverbial, and noun phrases.</td>
</tr>
</tbody>
</table>

Materials required
Simple sentences for recapitulation activity; large sheets of paper and markers for student groups

Introduction
Write on the board two sentences, one containing an adjective and the other containing an adjective phrase, e.g. She was wearing a silk dress. She was wearing a dress made of silk. Ask student volunteers to underline the words that tell us about the dress (silk; made of silk). Elicit that silk is an adjective, and explain that a group of words that does not contain a verb and does the job of an adjective, such as made of silk, is an adjective phrase.
In the same manner, revise adverbs of time, manner and place and replace them with adverbial phrases. For example: The students made notes. (in their notebooks – place; as quickly as possible – manner; during their history lesson–time.
Noun phrases can be introduced in the same manner. Explain that the noun phrase can be the subject or object of the verb, or both e.g. The boy dropped his bag. The boy wearing the cap dropped his bag. The boy dropped his bag full of books. The boy wearing the cap dropped his bag full of books.

Student activity
Ask the students to open their books at pages 42–43 and read through the text together.
Complete the first one or two questions in exercise A together before giving the students a set amount of time to complete the task, working individually or in pairs.
Read the rest of the text and complete exercises B and C in the same way.

Recapitulation
Ask the students to work in groups and give each group a large sheet of paper and a marker. Explain that you are going to write a sentence on the board; the group should add to the sentence a phrase of the type you specify. For example:
1. The horse ran (adv. phrase of place)
2. The horse ran (adv. phrase of manner)
(Suggested answers: 1. along the track 2. with great speed)
Teams should read their new sentences to the rest of the class and points could be awarded for the most interesting phrases as well as for correct answers.
Answers

Exercise A
1. with blue eyes
2. in the garden
3. drinking at a waterhole
4. of the same colour
5. full of books
6. glistening in the light of the moon
7. of extraordinary courage
8. of glass
9. carrying a basket full of ripe apples
10. lying on the table
11. of the same breed
12. full of potholes and mud
13. dealing with mathematical problems
14. setting in a blaze of colours
15. with a moustache

Exercise B
1. with great kindness
2. at the top of his voice
3. in the Selfish Giant’s garden
4. again and again
5. in a whisper
6. in a hurry
7. in the two buildings
8. Even after a long discussion
9. all over the floor
10. with all his strength
11. heart and soul
12. every six months
13. in the boot of the car
14. near the door
15. three times a day

Exercise C
1. reading ghost stories
2. eating spicy food
3. all about the burglary
4. Writing an interesting letter
5. everybody’s secrets
6. Remembering people’s names and addresses
7. all the local street dogs
8. working on a Sunday
9. her appointment with the dentist
10. Looking at the stars in the sky; wonder and awe
11. all experimental observations
12. Saleem’s conduct at the meeting
13. their freedom from foreign rule
14. All the passengers of the train
15. going on a picnic
Lesson 13 (Pages 46–52)
Kinds of Sentences and Clauses

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce and explain main, coordinate, and subordinate clauses</td>
<td></td>
</tr>
<tr>
<td>• to introduce and explain simple, compound, and complex sentences</td>
<td></td>
</tr>
<tr>
<td>• to introduce and explain noun, adjectival, and adverbial clauses</td>
<td></td>
</tr>
<tr>
<td>Students should be able to:</td>
<td></td>
</tr>
<tr>
<td>• identify the main, coordinate, and subordinate clauses in a given sentence.</td>
<td></td>
</tr>
<tr>
<td>• correctly identify simple, compound, and complex sentences.</td>
<td></td>
</tr>
<tr>
<td>• correctly identify noun, adjectival, and adverbial clauses.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Large sheets of paper and markers for student groups; simple sentences for recapitulation activity

Introduction
Write a simple sentence on the board, e.g. The garden was beautiful. Ask a student volunteer to underline the verb in the sentence (was). Explain that the sentence has one verb, and tells us only one thing about the garden (it was beautiful) so we say it is a simple sentence made up of one clause.

Write on the board a compound sentence e.g. The house was splendid and the garden was beautiful. Ask students to identify the verbs and elicit that this sentence contains two verbs, and two clauses and tells us two things. Elicit also that each clause makes sense on its own – the clauses are of equal importance. Introduce the terms coordinate clause and compound sentence.

Write on the board a complex sentence, e.g. The garden, which was lovingly cared for and contained many interesting plants, was beautiful. Again, ask students to identify the verbs and then the clauses and write the clauses on the board. (The garden was beautiful; ii. which was lovingly cared for; iii. contained many interesting plants;) Ask the students to identify the most important piece of information in the sentence and elicit that this is the only clause that can stand alone; introduce the term main/principal clause. Elicit that the other clauses provide more information about the garden but do not make complete sense on their own; introduce the terms subordinate/dependent clause and complex sentence. Point out that in a compound sentence, the clauses are of equal importance, but a complex sentence has one main clause and the other clauses are of lesser importance/subordinate.

Explain briefly that, as with phrases, there are different types of clause, (noun, adjectival and adverbial).

Student activity
Ask the students to open their books at page 46 and read all the explanatory text on pages 46–49 slowly and carefully with them, giving further explanation and/or examples as required. Explain exercises A, B, and C, and complete the first question of each exercise before giving the
students a set amount of time to complete each task, working individually or in pairs. It may help the students to underline the verbs in the sentences before they begin to analyse them. Check their answers together and, if necessary, provide further explanation.

Recapitulation
As for the previous lesson, ask the students to work in groups to add given clauses to the simple sentences you provide.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise A</td>
</tr>
<tr>
<td>1. which you like so much (book)</td>
</tr>
<tr>
<td>2. who rescued the baby from the fire (boy)</td>
</tr>
<tr>
<td>3. who is a doctor (friend)</td>
</tr>
<tr>
<td>4. which destroyed the village (storm)</td>
</tr>
<tr>
<td>5. which his father built (house)</td>
</tr>
<tr>
<td>6. in which so many people were killed (accident)</td>
</tr>
<tr>
<td>7. which was won by New Zealand (match)</td>
</tr>
<tr>
<td>8. who is kind and generous (man)</td>
</tr>
<tr>
<td>9. who is standing near the gate (man)</td>
</tr>
<tr>
<td>10. who wins the race (boy)</td>
</tr>
</tbody>
</table>

| Exercise B | |
| 1. when he has finished all his tasks |
| 2. just as we entered the station |
| 3. where it will be safe |
| 4. where we can see it |
| 5. Before he sat down |
| 6. wherever you like |
| 7. whenever you need any help |
| 8. where there is sunlight and air |
| 9. after you have done something in a hurry |
| 10. when spring came |

| Exercise C | |
| 1. (that) Aslam has done such a thing |
| 2. (that) Aamir was going to Multan |
| 3. That the earth goes round the sun |
| 4. Whoever has stolen the money |
| 5. what will happen in the future |
| 6. Why Maha suddenly became so angry |
| 7. (that) Shakespeare was a great dramatist |
| 8. what the dog does |
| 9. the message I gave him |
| 10. Whether Arif would come |
Exercise D 1. (that) Arif should see a doctor – noun clause (obj of ‘suggested’)  
2. which was to be played tomorrow – adj clause (noun – match)  
3. (that) he must not be late for the meeting – noun clause (direct obj of ‘Tell’)  
4. when the teacher entered the classroom – adv clause (time)  
5. What Jamil told us about himself – noun clause (sub of ‘is’)  
6. who lives next door – adj clause (noun – lady)  
7. where the patient was waiting – adj clause (noun – room)  
8. where you can find them easily – adv clause (place)  
9. everywhere he went – adv clause (place)  
10. Whatever the king ordered – noun clause  
11. before the school closes for the summer vacation – adv clause (time)  
12. that Saba sang – adj clause (noun – song)  
13. where I can find a bookshop – noun clause (direct obj of ‘tell’)  
14. As soon as I get a letter from him – adv clause (time)  
15. as soon as the rain drops – adv clause (time)  

Unit 8 Prepositions  
Lesson 14 (Pages 53–56)  
Prepositions

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
<th>Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise prepositions</td>
<td>• identify and use prepositions correctly.</td>
<td></td>
</tr>
<tr>
<td>• to introduce compound prepositions</td>
<td>• distinguish correctly between simple and compound prepositions.</td>
<td></td>
</tr>
<tr>
<td>• to practise changing the positions of prepositions</td>
<td>• change the position of a preposition within a given sentence.</td>
<td></td>
</tr>
</tbody>
</table>

Materials required  
Coloured markers or chalks; drawing materials

Introduction

Begin by asking Where? questions to elicit prepositions from the students, e.g. ‘Where is your school bag? Where is Mariam sitting? Where is the book case? Where is the library?’ etc. Include some questions that will involve compound prepositions e.g. on top of, next to, close to, at the back of, in the responses. List on the board the prepositions from the students’ answers and revise the term preposition and the function of a preposition. Underline a simple preposition in one colour and a compound preposition in a second colour, and explain that a compound preposition consists of more than one word. Ask student volunteers to underline the remaining prepositions in the appropriate colour according to type. Can the students suggest any other prepositions and identify them by type?
**Student activity**

Ask the students to open their books at page 53 and read all the introductory text. To assess understanding of all the listed prepositions, ask individual students to use each of them in a sentence.

Explain exercise A and complete the first question as an example before giving the students a set amount of time to complete the task. Ask them to complete exercise B in the same way.

**Recapitulation**

Give the students drawing materials and ask them to illustrate one of the sentences in exercise A or exercise B.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise A</strong>  (in some cases, more than one answer is possible.)</td>
</tr>
<tr>
<td>1. close to</td>
</tr>
<tr>
<td>6. in place of</td>
</tr>
<tr>
<td>11. at the top of</td>
</tr>
<tr>
<td>16. into, to</td>
</tr>
<tr>
<td><strong>Exercise B</strong></td>
</tr>
<tr>
<td>1. Who have you given the tickets to?</td>
</tr>
<tr>
<td>2. I told you to give Imran the tickets</td>
</tr>
<tr>
<td>3. Who have you heard such a strange story from?</td>
</tr>
<tr>
<td>4. Can you find me a good music teacher?</td>
</tr>
<tr>
<td>5. Maha bought Saba a present for her birthday.</td>
</tr>
<tr>
<td>6. The man you are looking for is hiding in that room.</td>
</tr>
<tr>
<td>7. Where has Hamza bought all this furniture from?</td>
</tr>
<tr>
<td>8. When Imran moved from Multan, he gave Hamza a lot of furniture.</td>
</tr>
<tr>
<td>9. Will you pass me the salt, please?</td>
</tr>
<tr>
<td>10. Sohail sang us a song.</td>
</tr>
<tr>
<td>11. The pupils have always shown that teacher the greatest respect.</td>
</tr>
<tr>
<td>12. The man I was talking to is a famous writer.</td>
</tr>
<tr>
<td>13. Irfan forgot to give Iqbal my message.</td>
</tr>
<tr>
<td>14. The village Saleem comes from is in Punjab.</td>
</tr>
<tr>
<td>15. A man falls in love with the place where he has lived all his life.</td>
</tr>
<tr>
<td>16. The messenger brought the king some good news.</td>
</tr>
<tr>
<td>17. The people Owais was dealing with were all dishonest.</td>
</tr>
<tr>
<td>18. Who has been given the task?</td>
</tr>
<tr>
<td>19. Sajid sent his mother some money.</td>
</tr>
<tr>
<td>20. If you come here, I shall show you something interesting.</td>
</tr>
</tbody>
</table>
### Unit 9 Verbs
#### Lesson 15 (Pages 57–63)
**Active and Passive Voice**

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce the active and passive voices and explain the differences between them</td>
<td>• distinguish between sentences written in the active and passive voices.</td>
</tr>
<tr>
<td>• to explain the formation of tenses in the passive voice</td>
<td>• use correctly different tenses of verbs in the passive voice.</td>
</tr>
<tr>
<td>• to help students change sentences from active to passive, and passive to active voice</td>
<td>• change sentences from active to passive, and passive to active voice.</td>
</tr>
</tbody>
</table>

**Materials required**

None

**Introduction**

Before the lesson, perform an action in the classroom e.g. move your desk or chair, place a large pile of books or a bucket of sand on a desk, etc. At the start of the lesson, ask the students if they notice anything that is different and write their response on the board e.g. *The teacher’s chair has been moved to the back of the room.* Elicit that this sentence tells us what has been done, but does not tell us who performed the action. Tell the students who moved your chair and ask a volunteer to write on the board a sentence containing this information e.g. *The caretaker moved the teacher’s chair to the back of the room.* Use these two sentences to introduce the terms *active voice*, which is used when we know who performed the action, and *passive voice* which is used when we do not know who performed the action, or when this information is not as important as the action itself.

**Student activity**

Ask the students to open their books at page 57 and read the explanatory text on pages 57–58 with them, giving any further explanation or examples required. Complete the first question in exercise A as an example before giving the students a set amount of time to complete the task, working in pairs.

Read through the remaining text and complete exercise B as above.

**Recapitulation**

To practise the active and passive forms of the different tenses (as shown in the table on page 61) ask students to take turns to identify the tense of a verb, e.g. *make*, that you give them and then to change it into the other voice.

For example:

Teacher: She made it.

Student 1: simple past tense; it was made; etc.
Unit 10 Direct and Indirect Speech
Lesson 16 (Pages 64–69)
Direct and Indirect Speech 1

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students identify the reporting verb, reporting clause, and the quote in</td>
<td>• identify the reporting verb, reporting clause, and the quote in passages of direct</td>
</tr>
<tr>
<td>a passage of direct speech</td>
<td>speech.</td>
</tr>
<tr>
<td>• to revise the punctuation of direct speech</td>
<td>• punctuate direct speech correctly.</td>
</tr>
<tr>
<td>• to explain the correct use of said and told</td>
<td>• use said and told correctly when writing direct speech.</td>
</tr>
</tbody>
</table>

Materials required
Sentences for the recapitulation activity

Introduction
To revise direct and indirect speech, write one or two sentences of unpunctuated direct speech on the board; ask the students to copy it into their notebooks and add the correct punctuation, e.g. Omar complained my feet hurt and I have a headache. (Omar complained, ‘My feet hurt and I have a headache.’)
Rest for ten minutes and you will feel better said his father. ('Rest for ten minutes and you will feel better,' said his father.) Use the examples to introduce the terms reporting verb, reporting clause, and the quote.

Ask student volunteers to add the punctuation to the sentences on the board and revise the rules for writing direct speech.

Next revise the rules for writing indirect speech and ask the students to write the sentences as reported speech, e.g. Omar complained that his feet hurt and he had a headache. His father advised him/said that he would feel better if he rested for ten minutes. Ask student volunteers to write their answers on the board and various possibilities. Use the examples to introduce the terms reporting verb, reporting clause, and the report.

Compile on the board a list of reporting verbs e.g. said, told, explained, asked, enquired, retorted, shouted, etc.

**Student activity**

Ask the students to open their books at page 64 and read the introductory text together as in previous lessons. Complete the first question in exercise A as an example before giving the students a set amount of time to complete the task, working individually or in pairs. Explain exercises B, C, and D, working one example from each exercise before giving the students plenty of time to complete the tasks.

Read the text on pages 66–67 on said and told before giving the students a set amount of time to complete exercise E, working in pairs or individually.

Read the text on page 68 and complete the matching exercise F as a class activity.

Read the remaining text and give the students a set amount of time to complete exercise G.

**Recapitulation**

Working orally, students should take turns to change sentences you give them from direct to indirect or indirect to direct speech. Encourage them to use the different reporting verbs listed on the board at the start of the lesson.

**Answers**

**Exercise A** (The answers are given in this order: Reporting verb – Reporting Clause – Quote)

1. asked – I asked Jeff – ‘Have you met John?’
2. said – Omar said – ‘I like music.’
3. told – Sajid told his mother – ‘I don’t want to go to school.’
4. insisted – The doctor insisted – ‘You must take this medicine.’
5. asked – The boy asked me – ‘What is the time?’
6. replied – I replied – ‘It is five o’clock.’
7. cried – He cried – ‘I shall be late for the cricket match!’
8. told – Hamza’s father told him – ‘Don’t play in the rain.’
9. invited – Imran invited Iqbal – ‘Come and have a cup of tea.’
10. said – Zafar said – ‘Thank you.’
**Exercise B**
1. I told him, ‘Do not disturb the class.’
2. His mother said, ‘John is sleeping,’
4. The teacher asked, ‘Why do you always get your sums wrong?’
5. Bisma screamed, ‘There is a cockroach under the table!’
6. The doctor asked, ‘Are you feeling very weak?’
7. All the supporters roared, ‘Goal!’
8. Maha told her mother, ‘Please give me a glass of water.’
9. He said, ‘Please forgive me for what I have done.’
10. Sajid replied, ‘I do not know where Rabab has gone.’

**Exercise C**
1. ‘Have you met my brother?’ inquired Rashid.
2. ‘Sleep, my baby,’ whispered the mother to the child.
3. ‘Has anybody seen anything suspicious?’ asked the policeman.
4. ‘Father, please let me go and watch the match!’ he said.
5. ‘Well done, Haris! You have got the highest marks in English said the teacher.

**Exercise D**
1. The guard warned the children, ‘Donot go near the lake.’
2. The lady asked, ‘Do you take sugar with your tea?’
3. The commentator remarked, ‘Pakistan is sure to win the match.’
4. The doctor observed, ‘The patient is doing well.’
5. Aamir suggested, ‘Let us go for a walk.’

**Exercise E**
1. ‘May I come in?’ asked the visitor.
2. Aalia said, ‘I don’t like drinking milk.’
3. Nishat told his mother, ‘I have lost my pen.’
4. ‘Don’t get lost,’ said the mother to her child.
5. The teacher told Nasir, ‘Do your work quietly.’
7. I said, ‘Mother, I am going out.’
8. Maha told Saba, ‘I shall see you tomorrow.’
9. ‘Can you point out Nepal on the map of the world?’ asked the teacher.

**Exercise F**
(The first number refers to Group I, the second to Group II.)
1. – (6), (2) – (3), (3) – (8), (4) – (4), (5) – (1), (6) – (10), (7) – (5),
   (8) – (7), (9) – (2), (10) – (9)

**Exercise G**
(The answers are given in this order: Reporting verb – Reporting Clause – Report)
1. said – He said – (that) he had come to Karachi by train
2. told – The teacher told the class – (that) Wednesday would be a holiday
3. asked – The doctor asked the patient – what medicine he had taken
4. ordered – The general ordered – the soldiers to retreat
5. requested – Saba requested Sana – to lend her a book.
Lesson 17 (Pages 70–79)
Direct and Indirect Speech 2

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce the term <em>mode of narration</em></td>
<td></td>
</tr>
<tr>
<td>• to revise/explain the rules for changing the mode of narration</td>
<td>• change the mode of narration from reported to direct, and direct to reported speech.</td>
</tr>
</tbody>
</table>

**Materials required**
Sentences for recapitulation exercise

**Introduction**
Explain the term *mode of narration*; refer back to the introduction to the previous lesson and briefly revise the rules for changing the mode of narration from direct to indirect speech. Explain that in this lesson the students will learn more about these rules and practise using them.

**Student activity**
Ask the students to open their books at page 70 and read the text on pages 70–72 together. Explain exercise A and give the students a set amount of time to complete the task, working individually or in pairs, before checking their answers. Explain exercise B and ask the students to complete it in the same way. Read the text on page 74, explain exercise C and work the first question as an example before giving the students a set amount of time to complete the work, and then check their answers. Read the remaining text before asking students to complete exercise D in a given amount of time.

**Recapitulation**
Give each student in turn a sentence of direct speech (using said) and ask them to change it to indirect speech, using a suitable verb. For example:
Teacher: Jack said, ‘I am hungry,’
Student: Jack complained that he was hungry.
Answers

Exercise A
1. told, I, was, his
2. asked, why, was, crying
3. warned, eat
4. he, read
5. told, he, was
6. asked, Bilal, he, could, his
7. to, sit
8. she, must drink
9. asked, had, his
10. who, class, knew, that
11. said, thought, he, broken
12. confessed, she, had
13. roared, asked, had dared
14. advised, read, carefully
15. muttered, he, was
16. that, my, was
17. whether, sit, rest
18. told, to buy
19. that, could, swim, that
20. ordered, keep

Exercise B
1. I told him, ‘You are sure to get elected captain of the team.’
2. I asked him, ‘Why are you not going to school?’
3. My father told me, ‘Go and fetch the newspaper.’
4. John said, ‘Jeff, please lend me a pen.’
5. Saleem told me, ‘I have been ill.’
6. His teacher told him, ‘Never lose your temper.’
7. Nasir asked Omar, ‘Why are you looking so sad?’
8. Omar replied, ‘I am sad because Pakistan has lost the match.’
9. ‘Father, may I go and see the play?’ asked Tom.
10. Arif said, ‘My brother has fallen down and broken his arm.’
11. Aamir whispered to his brother, ‘Keep quiet or you will wake mother up.’
12. Imran said, ‘Let us stop quarrelling.’
13. The mechanic asked, ‘What is wrong with your television set?’
14. ‘What a silly mistake!’ exclaimed everybody.
15. The child said, ‘Mother, please buy me a doll.’
Exercise C
1. Whenever Talal sees me, he asks me how I am.
2. He still says that he is innocent.
3. When John hears this, he will say that you are/I am a fool.
4. He always complains that the roads of Karachi are never repaired.
5. Aamir has repeatedly told me that Nepal is a beautiful country.
6. I shall certainly tell Aamir that he has done the right thing.
7. His teacher asks him everyday why he is always late.
8. Jeff never says that he is sorry when/because he has done something wrong.
9. The manager of the hotel has told me that I can stay as long as I like.
10. Every morning, after getting up, he says that he is tired.
11. When I get home, I shall tell Mother that I shall always do what she says.
12. The proverb says that health is better than wealth.
13. My father will ask me why I have returned home so late.
14. Everybody says that David will become a champion tennis player one day.

Exercise D
1. Salma asked me if I knew what the time was.
2. The notice on the gate warned people not to enter without permission.
3. Imran told me that he was going to Quetta that night.
4. Usman asked Nasir whether he was a member of the school football team.
5. Mary asked John to pass her the salt.
6. Faiza said that she had picked those flowers herself the day before.
7. Ann asked Huma whether she would be seeing Sara that evening.
8. Maha was upset and told Omar that he had cut his hand.
9. The boys shouted to the residents to come out at once as the house was on fire.
10. The proverb says that a rolling stone gathers no moss.
11. The sentry ordered him to halt, and asked him where he was going.
12. The villagers entreated the hunter to save them from the attacks of the man-eating tiger.
13. The lady asked politely whether she could speak to the manager of the bank.
14. Reza said that Haris would leave for his village the next day.
15. The farmers exclaimed with sorrow that unless it rained they would lose all their crops.
16. Imran asked me what I was doing that evening.
17. His sister asked him to wait for her near the bus stop.
18. Our book says that the Earth is not perfectly round.
19. The little boy went on saying that he wanted to go home.
20. The coastguard warned us not to bathe in the sea there.
21. The old lady told Tom to go near her and listen to what she said.
22. John asked whether I could lend him that book for a day.
23. The new captain has told the team that they will certainly win this match.
24. John promised that he would try his best to help me.
25. The soldier said that no man should tell him that he had not done his duty.
Unit 11 Reading Comprehension
Lesson 18 (Pages 80–83)
Dorothy and her Friends

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a short story</td>
<td>• read and understand a short story.</td>
</tr>
<tr>
<td>• to help students match words with their correct meanings</td>
<td>• match words with their correct meanings.</td>
</tr>
<tr>
<td>• to revise contractions, prepositions, and prefixes and suffixes</td>
<td>• write contractions in their full form.</td>
</tr>
<tr>
<td>• to help students identify clauses and phrases from the text</td>
<td>• correctly identify words containing prefixes and/or suffixes.</td>
</tr>
<tr>
<td>• to help students change the voice of passages from the text</td>
<td>• correctly identify clauses and phrases from the text.</td>
</tr>
</tbody>
</table>

Materials required
Set of dictionaries if available; cd/dvd/You tube clip of the film The Wizard of Oz or an extract from the story

Introduction
Discuss with the students ways in which they can be kind to other people and to other living things. Why is it important to be kind-hearted? Explain that they are going to read part of a story about a group of characters, one of whom does not have a heart and believes it is difficult for him to be kind to others.

Student activity
Ask the students to open their books at pages 80–81 and read the story with them, asking simple questions to assess understanding.
Discuss possible answers to the questions in exercise A, encouraging the students to use their own words rather than copy the words of the text, before giving them a set amount of time to complete their written answers.
Explain exercises B–G and complete example questions if necessary before giving the students a set amount of time to complete the tasks.

Recapitulation
Show the students some of the film of The Wizard of Oz or read them an extract from the story.
Answers

Exercise A 1. Toto did not approve of the Lion at first, because he could not forget how nearly he had been crushed between the Lion’s great jaws.
2. The Tinman stepped upon a beetle that was crawling along the road, and killed it. This made him unhappy as he was always careful not to hurt any living creature. That is why he shed several tears of sorrow and regret.
3. When the Tinman wept the tears ran slowly down the Tinman’s face and over the hinges of his jaw, which were so tightly rusted together that the Tinman could not open his mouth.
4. The Scarecrow helped the Tinman by seizing the oilcan from Dorothy’s basket and oiling his jaws, so that after a few moments he could talk again.
5. The lesson that the Tinman learnt from what had happened to him was that he should look where he stepped, for if he killed another bug or beetle, he would surely cry again. That would again rust his jaws, and he would not be able to speak. After that, the Tinman walked very carefully and kept so as not to harm it.
6. Oz would give the Tinman a heart. No, he did not really need a heart to be kind. He was very kind as he was.

Exercise B 1. – (i) 2. – (ii) 3. – (i) 4. – (iii) 5. – (ii) 6. – (ii) 7. – (i) 8. – (iii)

Exercise C When Oz gives me a heart, of course, I need not mind so much.

Exercise D 1. As he walked along – subordinate adv clause (time); of sorrow – adj phrase (noun – tears)
2. When Dorothy asked him a question – subordinate adv clause (time)
3. With hearts – adj phrase (noun – people)

Exercise E (any five) 1. unhappy = un + happy 2. tears = tear + s, slowly = slow + ly
3. crying = cry + ing, jaws = jaw + s 4. careful = care + ful

Exercise F 1. of 2. from 3. with

Exercise G 1. A beetle was stepped upon by the Tinman.
2. The Tinman jaws were oiled by the Scarecrow.
3. The Lion’s great jaws had nearly crushed him.
4. This greatly frightened him.
5. The Tinman will be given a heart by Oz.
Lesson 19 (Pages 84–86)
The Pobble Who Has No Toes

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes Students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a poem</td>
<td>• read and understand a poem.</td>
</tr>
<tr>
<td>• to help the students summarize the story told in the poem</td>
<td>• summarize the story told in the poem.</td>
</tr>
<tr>
<td>• to help students identify main and subordinate clauses from the text</td>
<td>• identify main and subordinate clauses from the text.</td>
</tr>
<tr>
<td>• to practise prepositions</td>
<td>• use prepositions from the text.</td>
</tr>
<tr>
<td>• to revise transitive and intransitive verbs and their object or complement</td>
<td>• identify transitive and intransitive verbs and their object or complement.</td>
</tr>
<tr>
<td>• to help students match words with their meanings</td>
<td>• match words with their meanings.</td>
</tr>
<tr>
<td>• to practise changing the tense of given verbs</td>
<td>• change the tense of given verbs.</td>
</tr>
<tr>
<td>• to practise changing the voice of passages from the text</td>
<td>• change the voice of passages from the text.</td>
</tr>
<tr>
<td>• to identify from the text words for colours</td>
<td>• identify words for colours used in the text.</td>
</tr>
</tbody>
</table>

Materials required
Set of dictionaries; drawing materials

Introduction
Remind the students of other nonsense works by Edward Lear that they have read. Tell them the title of the poem they are going to read and ask one or two volunteers to draw their idea of a Pobble on the board (with or without toes).

Student activity
Ask the students to open their books at pages 84–85 and read the poem together once or twice. After reading it, ask the students to identify and talk about any lines or words that they particularly liked.

Answer exercises A and B orally before giving the students a set amount of time to complete the written tasks. Alternatively, exercise B could be completed on the board as a whole-class task. Explain exercises C–I before giving the students a set amount of time to complete the tasks, working individually or in pairs.

Recapitulation
Give the students drawing materials and ask them to illustrate a scene from the poem and write a line from the poem as a caption below. These drawings can be used to make a classroom display.
Answers

Exercise A  1. Aunt Jobiska made the Pobble drink lavender water tinged with pink.
2. Before he set out to swim the Bristol Channel, the Pobble wrapped his nose in a piece of scarlet flannel.
3. No harm can come to a Pobble's toes if his nose is warm.
4. When boats and ships came near the Pobble, he tinkledy-binkledy-winkled a bell so that all the world could hear him.
5. The Sailors and Admirals thought that the Pobble was out to catch fish for his Aunt Jobiska's Runcible Cat with crimson whiskers.
6. Before the Pobble reached the shore, a sea-green Porpoise carried away his scarlet flannel.
7. After a sea-green Porpoise had carried away the scarlet flannel from the Pobble's nose, he looked at his feet and saw that all his toes were gone. This made him very sad and he looked forlorn.

Exercise C  1. The Pobble had once as many as we – main clause; who has no toes – subordinate adj clause (noun – Pobble)
2. he rang a bell – main clause; When boats and ships came near the Pobble – subordinate adv clause
3. The Pobble's face became forlorn – main clause; when he saw his feet without any toes – subordinate adv clause

Exercise D  1. with 2. for 3. across

Exercise E  1. Aunt Jobiska – sub; made – trans verb of incomplete predication; him – obj; drink lavender water tinged with pink – obj complement
2. A sea-green Porpoise – sub; carried – trans verb; wrapper – obj
3. His face – sub; became – intrans verb of incomplete predication; forlorn – sub complement

Exercise F  1. – (d) 2. – (i) 3. –(f) 4. – (h) 5. – (j) 6. – (b) 7. – (l) 8. – (c) 9. – (e) 10. – (g) 11. – (a) 12. – (k)

Exercise G  1. The Pobble was swimming fast and well.
2. The World in general knew there was nothing so good for a Pobble's toes.
3. He is going to fish for his Aunt Jobiska's Runcible Cat.

Exercise H  1. lavender 2. pink 3. scarlet 4. crimson 5. sea-green

Exercise I  1. A drink was made for the Pobble by Aunt Jobiska.
2. He could be heard by all the world.
3. His wrapper of scarlet flannel was carried away by a sea-green Porpoise.
Unit 12 Test 2
Lesson 20 (Pages 87–89)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should be able to:</td>
</tr>
<tr>
<td>• to assess learning of transitive and intransitive verbs and their objects or complements, clauses and phrases, prepositions, punctuation of direct speech, mode of narration, and active and passive voice</td>
<td>• identify transitive and intransitive verbs and their objects or complements.</td>
</tr>
<tr>
<td></td>
<td>• to assess student’s ability to identify and correct grammatical errors in given text</td>
</tr>
<tr>
<td></td>
<td>• use prepositions correctly.</td>
</tr>
<tr>
<td></td>
<td>• punctuate direct speech correctly.</td>
</tr>
<tr>
<td></td>
<td>• change the voice of given sentences.</td>
</tr>
</tbody>
</table>

Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student activity
Ask the students to open their books at pages 87–89. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work, it is better to take more time and answer the questions correctly.
Answers

**Exercise A**
1. told – trans; him – indirect obj; what took place last night – direct obj
2. bought – trans; fish, vegetables – obj
3. are doing – trans; what – obj
4. Give – trans; us – indirect obj; something – direct obj
5. found – trans; him – obj; sitting under a tree – obj complement
6. Keep – trans; what I have told you – obj; a secret – obj complement
7. look – intrans; beautiful at sunset – sub complement
8. finish – trans; it – obj
9. loves – trans; listening to music – obj
10. opened – trans; door – obj

**Exercise B**
1. what took place last night – noun clause (obj of the verb ‘told’)
2. In the morning – adv phrase (time)
3. this afternoon – adv phrase (time)
4. hot and sweet – adj phrase (pronoun – something)
5. under a tree – adv phrase (place)
6. what I have told you – noun clause (obj of the verb ‘Keep’)
7. at sunset – adv phrase (time)
8. who had not done their homework – adj clause (noun – boys)
9. before going to bed – adv phrase (time)

**Exercise C**
1. over, after 2. to, on 3. under, to 4. across, into 5. in, against

**Exercise D**
Saad said, ‘I am going home tomorrow.’ Sahar asked him why he was going home so soon. ‘I don’t want to stay here anymore,’ muttered Saad. Atif told him, ‘Stay for a few days longer. We shall try to help you.’ ‘No!’ exclaimed Saad. ‘I am fed up.’

**Exercise E**
1. He said that that should teach him a lesson to look where he stepped, because if he killed/should kill/were to kill another bug or beetle, he would surely cry again, and crying rusted his jaws, so that he could not speak.
2. Aunt Jobiska said that the world in general knew that there was nothing so good for a Pobble’s toes.
3. The sailors and the admirals exclaimed that he had gone to fish for his Aunt Jobiska’s Runcible Cat with crimson whiskers.

**Exercise F**
1. In the evening Mrs Harris was brought to him in a cart.
2. The child may be bitten by the mongoose.
3. The summer flood carried him down a roadside ditch.
4. Her bicycle had been stolen by some man.
5. All the world could hear the Pobble’s bell.

**Exercise G**
1. Heidi saw some sheep on the mountainside. They were not hers, but belonged to somebody else.
2. Bilal has borrowed a pen of mine/my pen and refuses to return it.
3. Their house is very big but mine is quite small.
4. ‘Please put some sugar in my tea,’ Salma told Saba. (‘to’ not used after ‘told’).
5. ‘I can’t fight the Giant. He is very big and I am small,’ said Tom.
6. ‘Take your medicine and go to bed,’ Mother said to John.
7. ‘I have a dog and its tail is curly and white,’ said Rabab.
8. John took his bat and went to play cricket.
9. ‘When are you coming with your sister to visit us?’ asked Saba.
10. ‘Come and see us soon. We are looking forward to your visit,’ Huma told Hamza.

Unit 13 Joining Words
Lesson 21 (Pages 90–92)
Conjunctions

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise conjunctions</td>
<td>• recognize conjunctions.</td>
</tr>
<tr>
<td>• to introduce some conjunctions consisting of more than one word</td>
<td>• use conjunctions to join two sentences.</td>
</tr>
<tr>
<td>• to practise using conjunctions to join two sentences</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Large sheets of paper and markers for student groups

Introduction
Write the heading Conjunctions on the board and ask the students to make a list of familiar conjunctions, e.g. and, but, although, because, etc. Ask volunteers to use the conjunctions to join two sentences.
Add to the list the conjunctions either ....or, not only .... but also and explain that conjunctions can be made up of more than one word. Ask volunteers to use the new conjunctions to join sentences or give them example sentences.

Student activity
Ask the students to open their books at page 90 and read the explanatory text on pages 90–91 together. Ask students to use the conjunctions listed on page 91 in sentences.
Explain exercise A and give the students a set amount of time to complete the task, working in pairs or individually, before checking their answers.

Recapitulation
Ask the students to work in groups of three or four and give each group a large sheet of paper and a marker. Write a list of conjunctions on the board and ask each group to choose four or five of them and use them to join sentences. The groups can share their ideas with the rest of the class.
Answers

1. This town is small, but it is very crowded./ The town is small, but very crowded.
2. After Aamir comes home from the office, he rests.
3. Asad and Sajid are good swimmers.
4. When the sun rises, the clouds will disappear.
5. He wants to rest because he is tired.
6. Although Jamil had done something wrong, he did not apologize.
7. Haris is thin, but (he) has a lot of strength.
8. Come and see everything for yourself.
9. Since it is Saturday, the office is closed.
10. Switch on the air conditioner, because it is very hot.
11. Go home immediately because your mother is looking for you.
12. Since you are late, you will have to wait till the doctor is free.
13. I shall go when I am ready.
14. You must practise till you are perfect.
15. While you clean the table, let me wash the dishes./ Let me wash the dishes, while you clean the table.
16. No sooner had John boarded the train than it started.
17. Both he and his brother are intelligent.
18. Although it is winter, it is quite warm.
19. Before you make up your mind, consider everything carefully./ Consider everything carefully before you make up your mind.
20. As soon as Susan heard the news of her friend's illness, she rushed to the hospital.
21. Asad wanted to go to university in order that he might become an engineer./ In order to become an engineer, Asad wanted to go to university.
22. One should not waste water because it is precious.
23. The snake looked poisonous, but was harmless.
24. Jeff had hardly closed the door, before the bell rang again.
25. Please call a doctor, because I am feeling rather ill.
26. Since everybody is here, let us start the meeting.
27. If you have determination, you will surely succeed.
28. Scarcely had Dr Hasan sat down to dinner when he received an emergency call from the hospital.
29. Brush your teeth before you go to bed.
30. As the food was getting cold, Aamir started eating.
Unit 14 Verbs
Lesson 22 (Pages 93–98)
Participles and Gerunds

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the formation and use of the present participle ( -ing adjectives)</td>
<td>• identify present and past participles used as adjectives in given sentences.</td>
</tr>
<tr>
<td>• to revise the formation and use of the past participle ( -d adjectives)</td>
<td>• identify gerunds in given sentences.</td>
</tr>
<tr>
<td>• to revise adjectival phrases</td>
<td></td>
</tr>
<tr>
<td>• to explain the use of the gerunds</td>
<td></td>
</tr>
</tbody>
</table>

Materials required
Sentences for recapitulation exercise

Introduction
Write on the board some past participles e.g. wanted, confused, beaten, etc. Ask student volunteers to use the words as adjectives in phrases or sentences, e.g. A reward was offered for the wanted man. We helped the confused old man to find his way home. Mix the beaten egg into the flour. etc. Repeat the activity with present participles, e.g. falling, laughing, working, etc. Ask student volunteers to use the words as adjectives in phrases or sentences, e.g. We tried to catch the falling leaves. We followed a group of laughing students. He made a working model of a windmill. etc.

Now explain that the –ing form can also be used as a noun as the subject or object of a verb, e.g. They quickly stopped laughing. (obj. of stopped); Falling is a common cause of broken limbs in elderly people. (subj of is); I began working at eight o’clock. (obj of began); etc. Introduce the term gerund for the –ing form used as a noun. Ask the students to provide other example sentences.

Student activity
Ask the students to open their books at page 93 and read the explanatory text as far as page 95; supply extra examples or explanation as required. Explain exercise A and give the students a set amount of time to complete the task, working in pairs or individually.

Read the remaining text on pages 96–98 and ask the students to complete exercise B as above.

Recapitulation
Ask the students to work in pairs. They should select one –ing form and use it in two different sentences—as an adjective in one, and as a gerund in the other. Student pairs should take turns to write their sentences on the board for analysis by the rest of the class.
Answers

Exercise A (The nouns qualified are given within brackets.)

1. forgotten (song)
2. experienced (engineer); written (report)
3. cunning (fox)
4. injured (man); surprising (statement)
5. wounded (soldier); broken (bed)
6. painted (vase)
7. Molten (lava); erupting (volcano)
8. Armed (robbers); locked (deposit boxes)
9. howling (wind)
10. escaped (prisoner); dug (ditch)
11. frightened (rabbit); fallen (tree)
12. loaded (gun)
13. closed (door); horrifying (sight)
14. amazing (facts); amusing (stories)
15. spelt (letter); educated (person)

Exercise B (The objects are given within brackets.)

1. Walking
2. writing (reports)
3. Talking
4. Building (bridge)
5. singing (songs)
6. listening (music)
7. Planting (trees); caring
8. Playing (football)
9. sleeping
10. telling (stories)
11. driving
12. Acting
13. painting
14. Cleaning (windows); sweeping (floors); watering (plants)
Unit 15 Reading Comprehension
Lesson 23 (Pages 99–102)
Faithful John

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a short story</td>
<td>• read and understand a short story.</td>
</tr>
<tr>
<td>• to help students continue a short story from a given opening</td>
<td>• continue a short story from a given opening.</td>
</tr>
<tr>
<td>• to help students decide whether statements are true or false in the context of a given text</td>
<td>• correctly decide whether statements are true or false in the context of a given text.</td>
</tr>
<tr>
<td>• to help students match words with their meanings in a given context</td>
<td>• correctly match words with their meanings in a given context.</td>
</tr>
<tr>
<td>• to revise mode of narration, verb tenses, -ing adjectives, and voice</td>
<td>• correctly rewrite direct speech as indirect speech.</td>
</tr>
<tr>
<td></td>
<td>• correctly identify verbs and their tenses.</td>
</tr>
<tr>
<td></td>
<td>• correctly identify -ing adjectives and their objects.</td>
</tr>
<tr>
<td></td>
<td>• correctly identify and change the voice of given text.</td>
</tr>
</tbody>
</table>

Materials required
Dictionaries

Introduction
Write the word faithful on the board and discuss its meaning; what actions might a faithful employee or servant perform? Explain that the students are going to read the opening of a story about a man who was faithful to his king. Can they suggest what he might have to do in the story?

Student activity
Ask the students to open their books at pages 99–100 and read the story with them, asking simple questions to assess understanding. Discuss possible answers to the questions in exercise A, encouraging the students to use their own words rather than copy the words of the text, before giving them a set amount of time to complete their written answers. Discuss possible answers for exercise B before asking the students to write the three paragraphs. Explain exercises C–I and complete example questions if necessary before giving the students a set amount of time to complete the tasks.

Recapitulation
Ask selected students to read their answer to exercise B to the rest of the class.
Answers

Exercise A 1. The first crow predicted that a snow-white horse would come galloping up as soon as the king stepped ashore. The moment the king mounted it, it would fly away with him and it would never be heard of again.
2. The king would be saved if some brave man threw himself in front of the horse and cut off its head.
3. The person who told the king about the horse would be turned into stone from his toes to his knees.
4. The king would be burnt to death if he wore the golden shirt. If a brave man picked up the shirt and flung it into the fire, the king would be saved.
5. The person who told the king about the golden shirt would be turned to stone from his knees to his heart.
6. At the dance, the young queen would fall senseless and would ultimately die. If a brave man picked her up, took three drops of blood from her throat and threw the blood away, she would be saved.
7. The person who told the king how to save the queen would be turned to stone from the crown of his head to the tips of his toes.

Exercise D 1. – (a) 2. – (b) 3. – (a) 4. – (c) 5. – (b) 6. – (c) 7. – (a)

Exercise E 1. The second crow asked what he meant.
2. The first crow said that a snow-white horse would come galloping up. The moment the king mounted it, the horse would fly away with the king and he would never be heard of again.
3. The third crow replied in the affirmative, but said that if any man told the king that, that man would be turned to stone from the crown of his head to the tips of his toes.

Exercise F 1. was carrying – past continuous
2. flew – simple past; perched – simple past
3. picks – simple present; flings – simple present; will be saved – simple future

Exercise G 1. playing; obj – flute 2. carrying; obj – bride

Exercise H 1. passive 2. passive 3. active 4. active 5. Passive

Exercise I 1. No one will ever hear of him again.
2. The king was carried away by the horse.
3. The flute was being played by Faithful John.
Lesson 24 (Pages 103–105)
Whitewashing a Fence

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to help students read and understand a short story</td>
<td>• read and understand a short story.</td>
</tr>
<tr>
<td>• to revise conjunctions</td>
<td>• use conjunctions correctly.</td>
</tr>
<tr>
<td>• to help students match words with their meanings in a given context</td>
<td>• correctly match words with their meanings in a given context.</td>
</tr>
<tr>
<td>• to revise verb tenses, contractions, and mode of narration</td>
<td>• correctly identify verbs and their tenses.</td>
</tr>
<tr>
<td></td>
<td>• write the full version of contractions in a given text.</td>
</tr>
<tr>
<td></td>
<td>• correctly rewrite direct speech as indirect speech.</td>
</tr>
</tbody>
</table>

Materials required
An extract from *The Adventures of Tom Sawyer* by Mark Twain

Introduction
Ask the students if their parents ever ask them to help with jobs in the house or the garden at weekends or during the school holidays. What jobs do they do? How are they rewarded for doing the work? How do they feel about doing these jobs?
Explain that they are going to read a story about a boy in the United States who was not very pleased when his aunt asked him to do a job for her.

Student activity
Ask the students to open their books at page 103 and read to the bottom of the page together. Ask the students to explain why Tom says the work ‘suits me just fine’ when we know he is not happy to be doing it. Continue reading the story and ask the students to comment on Tom’s plan.
Discuss possible answers to the questions in exercise A, encouraging the students to use their own words rather than copy the words of the text, before giving them a set amount of time to complete their written answers.
Explain exercises B–F and complete example questions if necessary before giving the students a set amount of time to complete the tasks.

Recapitulation
Read the students another extract from *The Adventures of Tom Sawyer* by Mark Twain
Answers

Exercise A
1. Tom was given the unpleasant task of whitewashing thirty yards of a fence. What made it worse was that it was a sunny Saturday afternoon, one of those warm days in summer when everyone else was out playing ball or swimming.
2. The fence looked enormous and Tom knew that it would take all day to give it only one coat of paint. Tom thought of all the fun he had planned for the day and he felt even more sorry for himself. Soon his friends would be coming that way, and when they saw Tom whitewashing a fence on such a beautiful day, they would simply laugh at him. This made Tom shudder and he desperately looked for a way out of this situation.
3. Tom emptied his pockets to find out whether he had any treasure to tempt somebody else to do his work for him.
4. Ben Rogers came walking by, eating a big, juicy red apple. Tom kept on painting and pretended not to see or hear him. When Ben said that it was too bad that Tom had to work on such a beautiful day, Tom replied that it suited him just fine. He liked what he was doing, for a boy seldom got a chance to whitewash a fence. That made the work appear like a privilege to Ben. He requested Tom to let him do the whitewashing, but Tom refused saying that his Aunt Polly had given him the job and he could not pass it on to anyone. Ben continued to plead and finally Tom agreed. In this way, Tom tricked Ben into whitewashing the fence.
5. Tom took the big, juicy red apple from Ben as a bribe.
6. Tom had the inspiration to make the chore of whitewashing the fence look like fun. This made other boys so eager to do the job for him that they also gave him various things as bribes to be allowed to do so. So, his inspiration made Tom the proud owner of all sorts of treasures.

Exercise B
1. and  
2. but

Exercise C
1. – (d)  2. – (g)  3. – (j)  4. – (f)  5. – (i)
6. – (h)  7. – (e)  8. – (b)  9. – (a)  10. – (c)

Exercise D
1. Tom will be sitting in the shade and munching the apple.
2. He has looked at the fence.
3. Tom had emptied his pockets.

Exercise E
‘Hey there, Tom, what is up with you?’ called Ben. ‘It is too bad you have to work on a day like this. I am just on my way to the river for a swim.’ Tom looked at Ben for a moment, then said, ‘What do you call work?’ ‘Why, is that not work?’ asked Ben, pointing to the fence. ‘Well maybe it is, and maybe it is not,’ answered Tom.

Exercise F
1. Tom answered that all he knew was that it suited him just fine.
2. Ben asked whether that was not work.
3. Ben asked Tom to let him try it for a while.
Unit 16 Directed writing
Lesson 25 (Pages 106–110)
Writing a Letter

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise the layout of a personal letter</td>
<td>• lay out the contents of a personal letter correctly.</td>
</tr>
<tr>
<td>• to explain and practise how to write a formal letter</td>
<td>• write a formal letter.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
To revise the layout of a letter, begin by listing on the board the parts of a letter: *sender’s address, date, salutation, content, subscription*. Using the board as a sheet of paper, ask the students to indicate where each part of the letter should be written.
Remind students that the language we use in a letter should be suited to the person addressed and their relationship to the writer.

Student activity
Ask the students to open their books at page 106 and read through the explanatory text together.
Read the example letter and discuss how the informal language is suited to a letter from a son to his father.
Continue reading the text and compare the more formal language used in the second letter, which is requesting something of a stranger. Compare the language in the third letter with that of the second (*less formal since it is written by an adult to a child*).
Ask the students to select one of the topics from the list on page 110 and give them a set amount of time to write the letter.
Other topics can be selected at different times for further future practice or revision.

Recapitulation
Ask students to read out their letters to the rest of the class, who should comment on how appropriate the language used is.
Lesson 26 (Pages 111–114)
Writing an Autobiography

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to write an autobiography</td>
<td>• plan and write a fictional autobiography.</td>
</tr>
<tr>
<td>• to explain and practise how to write an essay</td>
<td>• plan and write an essay on a given topic.</td>
</tr>
</tbody>
</table>

Materials required
An extract from an autobiography e.g. Boy by Roald Dahl

Introduction
Ask the students to think of words beginning with *auto* (automatic, automobile, autograph, automaton, etc.) If necessary, add the word *autobiography* to the list. Explain that the prefix *auto* means self, or self-produced; e.g. something that is automatic works by itself; your autograph is your name written by yourself; an autobiography is the story of somebody's life told by him/herself and includes the most important events of the life, usually told in chronological (time) order.

Ask the students to relate briefly any important events from their own lives that they could include in an autobiography.

Student activity
Ask the students to open their books at page 111 and read the introductory text. Before you begin to read the story together, ask the students to identify the topic of each paragraph as they read the story; at the end of the story listen to their ideas.

Read the explanatory text on pages 113–114 and answer any questions before asking the students to select a title for the fictional autobiography they are going to write. Remind them to plan their work before they begin to draft their story. Give them a set amount of time to complete the task.

Students should then choose a title for an essay and plan it before writing it.

Other autobiography and essay titles can be selected at different times for further future practice or revision.

Recapitulation
Read the students an extract from Boy by Roald Dahl, for example, the incident in the sweet shop and its consequences, or the motoring accident. If this is unavailable, ask selected students to read their work to the rest of the class.
Lesson 27 (Pages 115–116)
Writing a Story and a Dialogue

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise how to write a story from a given outline, opening line, or title</td>
<td>• write a story from a given outline, opening line, or title.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Ask the students to talk about their favourite stories and explain why they like them. Talk about the importance of the plot, setting, characters, suspense, humour, style, length, etc.

Student activity
Ask the students to open their books at page 115 and read the explanatory text. Emphasize the importance of planning an outline before beginning to write a story.
Look at the first outline and develop it into a story as a whole-class activity,
Ask the students to select one of the outlines from the list and give them a set amount of time to write their stories.
Ask them to select one of the opening lines from exercise B to begin a second story. Ask the students to show your their outline plan before they begin to write the story.
Ask them to select one of the titles from exercise C to write at third story. Ask the students to show you their outline plan before they begin to write the story.
Other outlines, opening lines and titles can be selected at different times for further future practice or revision.

Recapitulation
Ask selected students to read their stories to the rest of the class.

Lesson 28 (Pages 117–118)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to explain and practise how to write a passage of dialogue</td>
<td>• write a passage of dialogue.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Revise briefly the rules for writing direct speech. Explain that there are often passages of conversation or dialogue in stories, written as direct speech. But in this lesson the students will learn a way of writing dialogue as if for a play or film script.
Student activity
Ask the students to open their books at page 117 and read the explanatory text.
Ask two students to read the sample dialogue, and while they are reading it, ask the students to identify words and phrases that make it a realistic dialogue between two young friends. Discuss their ideas.
Ask them to select one of the situations from the list on page 118 and write a short dialogue, working in pairs or individually.
Other dialogues can be selected at different times for further practice or revision.

Recapitulation
Ask pairs of students to act out their dialogues to the rest of the class.

Lesson 29 (Pages 119–121)
Writing a Diary

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to revise and practise writing a diary entry</td>
<td>• write a diary entry on a given subject.</td>
</tr>
</tbody>
</table>

Materials required
None

Introduction
Ask the students to recall what they know about a diary entry, in particular that it is a personal account, written to record an incident or occasion, that concentrates on thoughts and feelings rather than events. Explain that they are going to practise writing a diary entry.

Student activity
Ask the students to open their books at pages 119–120 and read the introductory text and the two diary entries. Ask the students to identify examples of thoughts and feelings.
Ask the students to select one of the topics from the list on page 121 for a diary entry and give them a set amount of time to complete the task.
Other topics can be selected at different times for further practice or revision.

Recapitulation
Ask selected students to read their diary entries to the rest of the class.
Lesson 30 (Pages 122–123)

E-Mail

Note: If possible, take the students to the computer lab so that they can do this lesson using a keyboard, and screen.

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to explain and practise writing an e-mail</td>
<td>write an e-mail on a given subject.</td>
</tr>
</tbody>
</table>

Materials required

None

Introduction

Discuss the differences between letters and e-mails. What are the advantages and disadvantages of each? Ask how many students regularly send and receive e-mails and whether they prefer to receive e-mails or letters.

Student activity

Ask the students to open their books at pages 122–123 and read the introductory text and the sample e-mail.

Ask the students to select one of the topics from the list on page 123 for an e-mail and give them a set amount of time to complete the task.

Other topics can be selected at a different time for further practice or revision

Recapitulation

Students can work in pairs to reply to each other’s e-mails.

Unit 17 Test 3

Lesson 31 (Pages 124–127)

<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>to assess learning of -ing and past participles, adjectives and adverbs, mode of narration, prepositions, conjunctions, verbs, and phrases and clauses</td>
<td>supply and use correctly –ing and past participles.</td>
</tr>
<tr>
<td>to assess students’ ability to identify and correct grammatical errors in given text</td>
<td>use adjectives and adverbs correctly.</td>
</tr>
<tr>
<td>supply and use different tenses of verbs correctly.</td>
<td>change the mode of narration of given text.</td>
</tr>
<tr>
<td>identify phrases and clauses.</td>
<td>use prepositions correctly.</td>
</tr>
<tr>
<td>identify and correct grammatical errors in given text.</td>
<td>use conjunctions correctly.</td>
</tr>
</tbody>
</table>
Materials required
Sample questions of each type of question used in the assessment; reading books or other silent activity for students who finish the test while others are still working

Introduction
Prepare the students for the assessment by revising the topics covered and giving them examples of the different types of question in the assessment. Reassure them that the purpose of the assessment is to discover how much they have learned and to indicate where further teaching may be required.

Student activity
Ask the students to open their books at pages 124–127. Explain each task clearly and give the students plenty of time to attempt all the tasks. Make it clear that this is not a test of how quickly they can work, it is better to take more time and answer the questions correctly.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise A</td>
</tr>
<tr>
<td>Exercise D</td>
</tr>
<tr>
<td>Exercise E</td>
</tr>
</tbody>
</table>
Exercise F  1. The match was abandoned when it started raining.
2. Sajid cannot go to school because he is ill.
3. Saad ran as fast as he could, but could not catch the bus.
4. The boys want to play cricket or football.
5. Saba poured the tea, while Sara passed the sandwiches around.
6. Everybody not only loved the great leader, but also respected him.
7. Saba can either stay with us or put up at a hotel.
8. Since the meeting is a very important one, you must not miss it.
9. No sooner had the bookshop opened than everybody rushed in to buy a copy of the book.

Exercise G
1. is, is
2. is going
3. shall be staying
4. bought
5. was sleeping
6. has spent
7. will be cooking
8. had forgotten
9. will have finished
10. will be helping

Exercise H
1. Come, shall/will show
2. said, would
3. did, find
4. was, writing
5. opened
6. will have repaired
7. Think, think
8. pays, talks
9. is running
10. will write

Exercise I
1. sitting in the examination hall – adjective phrase; that he had read – adjective clause
2. which Sara has given me – adjective clause
3. with great difficulty – adverb phrase
4. that you have brought – adjective clause
5. wearing a white shirt and black trousers – adjective phrase; who comes first in our class – adjective clause
6. who speaks the truth – adjective clause
7. Screaming with delight – adjective phrase; serving ice cream – adjective phrase

Exercise J
1. The sun rises in the east and sets in the west.
2. Faiza has bought a lot of furniture for her new flat.
3. John said, ‘Jeff, the school is closed,’ (punctuation)
4. I think this book is better than that. (‘more’ to be omitted)
5. Asad inquired whether I had seen his brother yesterday.
6. His friends told him that they were going on a picnic.
7. ‘Please help us,’ pleaded the refugees.